

MULTICULTURAL LESSON PLAN

FOLKTALES

THE GIANT TURNIP

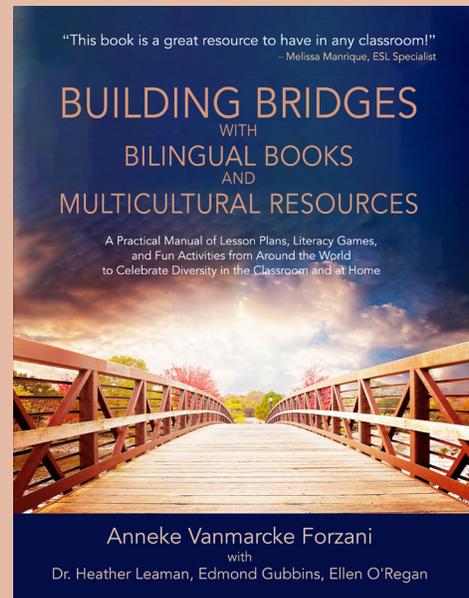
The following lesson plan is from
Building Bridges with Bilingual Books and Multicultural Resources:
*A Practical Manual of Lesson Plans, Literacy Games, and
Fun Activities from Around the World to Celebrate Diversity in the
Classroom and at Home*

Building Bridges helps educators and homeschoolers incorporate cultural diversity in their teaching. It provides the tools to:

- ✿ Build culturally responsive classrooms
- ✿ Create positive connections with dual language students & families
- ✿ Teach children about other languages & cultures
- ✿ Support literacy development among English language learners
- ✿ Foster a welcoming and inclusive learning environment

Building Bridges includes numerous multicultural lesson plans that use bilingual books and diversity activities to support literacy development and build culturally inclusive classrooms. The lessons meet Common Core State Standards and include detailed procedures, assessments, cross-curricular extension activities, and vocabulary-building flashcards. Each lesson incorporates optional ESL activities, accommodations for language learners, and suggestions for involving dual language families.

Also included in the book are games, foods, and crafts from around the world; diverse language profiles; handouts to build community in the classroom; unique multicultural holidays and events to celebrate diversity; and useful links and resources.

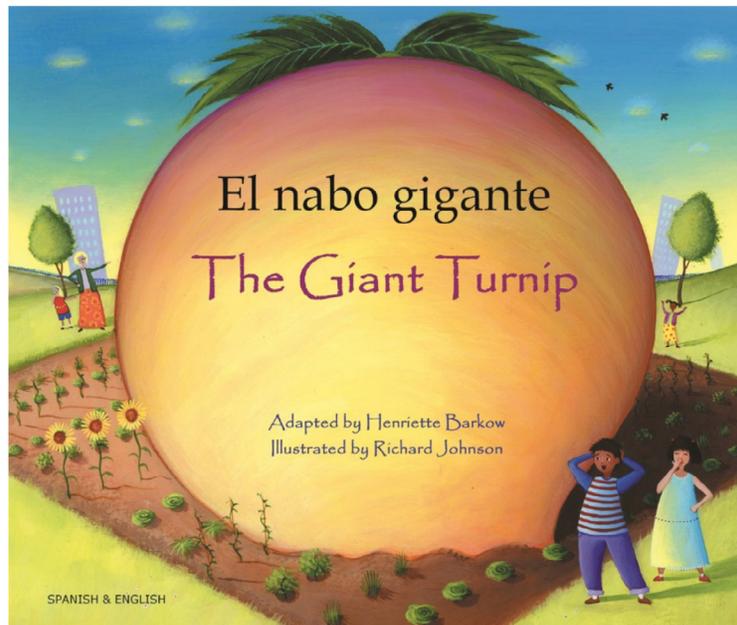


Building Bridges with Bilingual Books and Multicultural Resources is available now at www.LanguageLizard.com/Bridges, bookstores, and ebook distributors worldwide.

Theme 2: Folktales, Fables, Myths, and Legends

Topic A: Folktales – *The Giant Turnip*

Goal: Expose students to a range of traditional literature from different cultures and countries, thereby enabling them to appreciate the multitude of stories told to students around the world.



Book Used in Lesson: *The Giant Turnip*

Adapted by Henriette Barkow. Illustrated by Richard Johnson.

Available In English with: Albanian, Arabic, Bengali, Bulgarian, Chinese, Czech, Farsi, French, German, Hungarian, Italian, Lithuanian, Panjabi, Polish, Portuguese, Romanian, Russian, Somali, Spanish, Tamil, Turkish, Urdu, and Yoruba.

Snapshot of Lesson:

- Playing **20 questions** with a mystery item (turnip) to engage and prepare students.
- **Map work** to identify where in the world the story originated (Russia).
- Children **explore key vocabulary** from the story of *The Giant Turnip*, **predict** what the story will be about, and **make connections** with the story.
- Children **read** the story of *The Giant Turnip* with the facilitator.
- Engage in **discussion** about the story with the children.
- **Retell** the story in their own words.
- **Drama activity**: recreating scenes from the story in groups.
- **Exploring food related vocabulary** and differences in terms between U.S. and U.K. English

Background Information for Facilitator

It is important that the facilitator makes students aware of the difference between folktales, fables, myths, and legends. Further information can be found here:

- East of England Broadband Network. (2006). *Teachers' resources: What are myths, legends and folktales?* Retrieved from <http://myths.e2bn.org/teacher/adults/info311-what-are-myths-legends-and-folktales.html>
- Andie Worsley. (2017). *Traditional Literature: Folktales, Fairytales, and Fables*. Retrieved from <https://www.youtube.com/watch?v=eaVh8yGbXNc>

The story in this lesson plan was adapted from a Russian folktale. Written by Aleksey Nikolayevich Tolstoy, *The Enormous Turnip* was included in the collection *Russian Folk Tales*, edited and published by Aleksandr Afanas'ev. Potential exists here to read a more original version of the story either before or after this adapted version and encourage children to note the similarities and differences between the versions. Students can be invited to comment on why they think certain changes were made and other elements of the story were kept.

It may be a good idea to pre-teach the students the new vocabulary in the story first so that they are able to focus on the reading and content of the book during this lesson.

Lesson Plan: *The Giant Turnip*

Grade Level: K-3 (Note: The activities in this lesson plan can be tailored to suit the needs of the specific group that is being taught, at the discretion of the facilitator.)

Time Frame: 30-40 minute session.

Objectives:

Knowledge:

- Identify the origins of the story of *The Giant Turnip*.
- List some of the stories the children have heard growing up.

Skills:

- Identify, define, and use the new vocabulary in the story.
- Enhance their comprehension strategies using literal, inferential, and evaluative questioning.
- Practice their summarization skills using the story as an anchor text.
- Explore the alternative languages of the text for similarities and differences.
- Discuss and explain how this adapted version of the story differs from the original version.
- Compare and contrast some of the different language used to describe foods in different cultures.

Attitudes:

- Understand and appreciate that everyone does not have the same cultural tales and traditional stories around the world by using *The Giant Turnip* as an example of a traditional tale from another country.

Essential Questions:

- What is the main message of the story of *The Giant Turnip*?

Materials and Resources:

- *The Giant Turnip* by Henriette Barkow.
- Turnip/Rutabaga.
- Mystery box big enough to hold the turnip inside.
- New vocabulary flashcards and pictures.
- Talking object (e.g., ball) to signify whose turn it is to talk during discussion.
- PENpal Audio Recorder Pen (optional).

Linkage and Integration Across Subject Areas:

Language Arts/Reading: Engaging with literature.

Drama: Recreating the scene from the story.

Geography: Locating where in the world the story originates.

Vocabulary to be Developed in Lesson:

Key Vocabulary		Story Specific Vocabulary
<ul style="list-style-type: none"> • fruit • vegetables • spring • prepared • digging • raking • frost • planted • rope • grabbed • strength • stronger 	<ul style="list-style-type: none"> • weeds • recovered • suggested • enormous • joy 	<ul style="list-style-type: none"> • lettuce • radish • carrot • tomato • sunflower • pea • turnip • bulldozer • wobbled • feast • helicopter

Procedure:

Introduction:

1. Show students your mystery box and tell them that there is a very important item inside that they are going to have to identify.

2. Play a game of 20 questions with the students to guess what is in the mystery box. Model and scaffold the students to ask broad, categorical questions such as: *Is it a living thing? Can it move? Is it bigger than a loaf of bread?* Keep a tally of the number of questions asked on the board. Students can all write down their guesses as the 20th question.
3. Show students the turnip. Pass it around the room and elicit words to describe the turnip from the students (e.g., round, smooth, bumpy, heavy).
4. Explain to the students that the story that they are going to read today is about a special turnip. This story originates from Russia. Allow students to explore on a map where Russia is. Support responses with guided questions such as: *Is Russia bigger or smaller than our country? What direction is Russia from where we are now?*
5. Show students the cover of the book *The Giant Turnip*. Ask their predictions about the book using guided questions:
 - *Where do you think this turnip is? Why do you think this?*
 - *How did it get to be so giant?*
 - *Can you think of any other words we could use instead of giant (e.g., enormous, huge, gigantic, massive, large)?*

Vocabulary Development:

6. Engage in vocabulary development with the students using the list of words above or any additional words as you see fit. Using flashcards, pictures, or interactive whiteboard slides, invite the students to identify, say, use, count syllables, and define the new terms in their own words. You may wish to pre-teach the vocabulary first.

Reading:

7. Ask children's predictions about the book or any connections they may have based on the book's title and cover. Connections may be *text-to-text* (what does the child notice from one book/story to another book/story), *text-to-self* (what does the child notice from the book in relation to his/her own lived experiences), or *text-to-wider-world* (what does the child notice from the book in relation to real world historical or current contexts). Read the blurb at the back of the book to help shape their predictions.
8. Read the book with the children, ideally sitting together so you can show them the pictures while reading. This can be done by conducting a read-aloud, getting the children to read sections after the facilitator (echo reading), all reading it together (choral reading), or reading a sentence each between facilitator and child (see-saw reading). Read with appropriate tone, pace, inflection, and enthusiasm to engage the children as much as possible. If there are children who speak the language of the dual language

book, here would be a nice opportunity to get them to read/translate a section if they would like, or to identify some words they can recognize in the print. In addition, if the PENpal Audio Recorder Pen is available, the children could hear the book read in English or another language.

Discussion to Encourage Reflection and Response:

9. Invite the students to share anything they enjoyed, connected with, didn't understand, or wanted to question through the use of a talking object – the turnip may be used as the talking object if so desired. This can be passed around the circle and only the student who has the talking object may speak, encouraging careful listening and turn-taking skills in the students.
10. Ask a range of literal, inferential, and evaluative questions to gauge comprehension of the text (selected at the discretion of the facilitator):

Literal Questions:

(Readers use information taken directly from the text to answer this type of question.)

- i. *What was the teacher/adult's name in the story?*
- ii. *Can you list the things that the students planted in the garden?*
- iii. *Who came that allowed the class to pull the turnip out of the ground?*

Inferential Questions:

(Reader must use the information in the text to deduce the answer to this type of question.)

- i. *Why did they plant the turnip seeds in spring?*
- ii. *Why did they decide to go with Samira's idea to pull the turnip out of the ground?*

Evaluative Questions:

(Reader uses their own knowledge to explore answers to this type of question.)

- i. *What do you think made the turnip so big?*
- ii. *What sort of ways did they use the turnip for the party at the end of the story?*
- iii. *What ways can you think of that they could have used to pull the turnip from the ground?*

Word Identification/Fluency Development:

11. **Summarizing the Story:** Break the students into pairs. Challenge the students to see if they can take turns at summarizing the story in one breath. This may take some modeling at a whole-class level a few times first in order for the students to grasp the idea. Scaffold the students to help them realize that they must include the main characters, plot, ending, etc.
12. **Revisit the Story and Identify Key Vocabulary Words:** Allow children to revisit some of the vocabulary of the story using the flashcards. For example, the students could reread a section of the story and raise their hands as soon as they hear or see a new vocabulary word, or play language/word games (e.g., charades, hangman/snowman).

Independent Work/Group Work Activity:

13. **Drama Activity - Recreating the scene from the story:**
The students will (in groups of 3-5) re-enact the scenes from the story. Each child will have to come up with their character's identity and why they think they will be the best at pulling the turnip (e.g., I'm a magician and I can use my magic to make it move, I'm a scientist and I can make a huge lever to pry it out of the ground). The students will perform a brief portion of the story no longer than 3 minutes per group.
14. **Alternative Drama Activity:**
Allow students to walk around the room. As they are walking, explain that they need the best person possible to come and help pull the turnip out of the ground. Continue to explain that on your signal (e.g., a special word/phrase, a musical chime/sound effect) they will freeze until they are tapped on the shoulder. When they are tapped on the shoulder they must identify who they are and why they would be the best person to pull up the turnip.
15. **Word Work with Food-Related Words:**
Students can also begin to discover the different words used to describe foods in U.S. and U.K. English through the following activity. On the board, stick up pictures of foods (e.g., turnip/rutabaga, fries/chips, cookie/biscuit). Also place labels that have both the U.S. and U.K. terms for them on the board, jumbled up. Invite students to match the pictures with the U.S. and U.K. terms used to describe the foods. A starting point for this idea can be found here:
 - Laliberte, M. (2018) *14 Foods You Didn't Know Were Called by Different Names in the U.K.* Retrieved from <https://www.rd.com/food/fun/british-food-names/>.

Children can make lists of these words and add to it as a project at home, if so desired. Children who know another language could also add words in their language(s) to provide a greater understanding and appreciation of different languages for the group.

Conclusion:

16. At this point, the facilitator may want to revisit the essential questions to determine whether the children have understood the main ideas of the lesson:

- *What is the main message of the story of The Giant Turnip?*

As a concluding consolidation activity, invite the children to discuss these questions with the whole group, in smaller groups, in pairs, or as a written reflection.

Assessment:

Drama as an Assessment Tool: to gauge the student’s interpretation and ability to extend their thinking of the story.

Facilitator Observation: of responses to questioning, of drama.

Facilitator questioning: from a range of lower to higher order questions.

Accommodations/Differentiation:

Differential Product/Response:

Ask higher-order thinking questions of the advanced students.

Differential Processes:

- Provide extra wait time and language scaffolds/supports for students who need them (e.g., showing pages from the book, sentence starters).
- Model and support students in the creation of the drama by providing hints and suggestions as to characters they could take on during the scene.
- All students (but especially English language learners, or ELLs) will benefit from pictures accompanying the vocabulary to be learned in the story.
- For ELLs, it may be helpful to allow the child to take home the dual language book either before or after the lesson. It can then be read at home in the home language before class engagement to promote students’ confidence in talking about the book in class. If possible, ask the parents to record the book being read in the home language. The book and recording can then be brought into school so that other students can see and hear some of the home languages spoken by their classmates, deepening their appreciation for language diversity.

Extension Activities:

- **Art:** Vegetable printing
- **Music:** Looking at vegetable instruments: <https://www.youtube.com/watch?v=b4P3t2n0r00>
- **Science:** Plants, growing and changing, the seasons
- **Language Arts:**
 - “...it was taller than a giraffe, and wider than an elephant.” Exploring similes and other turnip related comparisons (e.g., as heavy as...as round as...).
 - Another option for students is to compile a list of the fairytales and stories that they share in common with one another before beginning this unit. These stories could be re-written by the students and placed together into a folk stories compendium that could be placed in the library.

Vocabulary Flashcards for *The Giant Turnip*:

fruit	weeds	lettuce
vegetables	recovered	helicopter
spring	joy	radish
prepared	suggested	carrot
stronger	enormous	tomato
grabbed	digging	sunflower
frost	planted	pea
strength	wobbled	turnip
rope	feast	bulldozer
raking		

